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ABSTRACT

In this program, based on the concepts of individualized instruction through the team approach to teaching, a team of three professionally equal teachers teach a group the size of two classes which is a combination of grade levels such as K-1, 1-2, or 2-3. The program goals are that the student should (1) acquire basic academics, (2) develop self-direction, (3) develop a realistic and positive self-concept, and (4) establish satisfying interpersonal relationships. The program includes ungraded activities, improved counseling and guidance, flexible scheduling, variable instructional grouping based on the learner's needs, flexible physical facilities, multi-media instructional materials, parent conferences, and ample preparation time for teachers. Content areas include language arts, mathematics, social studies, science, art, music, physical education, and health. This document provides administrative guidelines and implementation suggestions in areas such as curriculum, facilities, instruction strategies, in-service teacher workshops, student progress evaluation, promotion, counseling, home-school relations. Extensive supplementary information and bibliographies are provided on (1) Individualized Differences; (2) Individualized Instruction; (3) The Concept of Continuous, Individual Pupil Progress; and (4) Guidance and Counseling. Tables provide sample schedules, staff utilization, classroom arrangements, etc. (Author/AJ)

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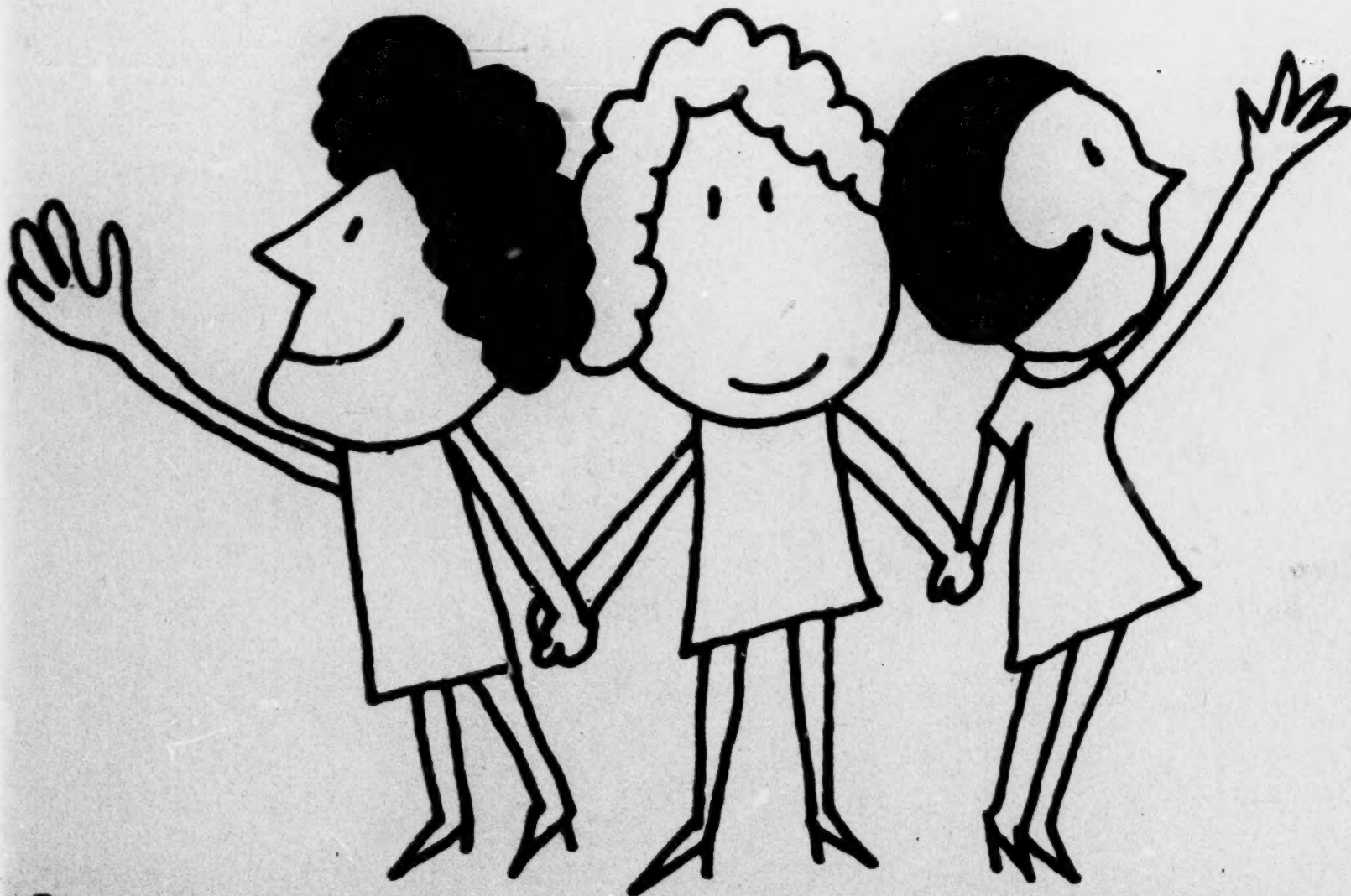
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ON 2 PROGRAM

ADMINISTRATIVE GUIDE AND IMPLEMENTATION HANDBOOK

 OFFICE OF INSTRUCTIONAL SERVICES
DEPARTMENT OF EDUCATION
STATE OF HAWAII

PS 004623

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Governor, State of Hawaii

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STATE OF HAWAII
DEPARTMENT OF EDUCATION

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OFFICE OF THE SUPERINTENDENT

A WORD TO THE TEACHERS

The 3 on 2 Program you are pioneering in our Kindergarten through Grade Three holds promise for improved education for Hawaii's children. It shall provide for several conditions which educators have long claimed crucial to better education.

This handbook has been prepared to provide a common base of operation and to unify the efforts of colleagues separated by school and district boundaries. It contains the administrative guidelines and offers suggestions for the implementation of the program.

You are participating in an unusual effort to break through organizational and instructional precedents. Such an uncommon endeavor requires uncommon thinking, creativity, and cooperation. In short, this extraordinary program requires extraordinary effort. Let us make the program a challenge.

A handwritten signature in cursive script, reading "William A. Waters". The signature is written in dark ink and is positioned above the printed name and title.

William A. Waters
Acting Superintendent

FOREWORD

Studies made in the past few years have shown evidence of the importance of cognitive learnings and language development in early childhood years on later personality and academic success. Benjamin S. Bloom's analysis of studies dealing with intelligence, achievement, interests, attitudes, and personality points up the early stabilization of many characteristics. One indication is that the intellectual ability that an individual will come to possess late in high school will largely be influenced in early elementary grades.¹

Another basic condition evidenced is the fact that the range of abilities exhibited by first graders typically is four years, with this range widening appreciably as pupils progress through the grades.² Wide variations, too, can be found within the child himself: high achievement in arithmetic, for example, is exhibited alongside a low achievement in reading.³

Finally, there is evidence that children exhibit a variety of learning styles.

The Problem

Our problem, then, is to provide an educational climate most conducive to individualized education, which is, in essence, providing appropriate learning experiences for the individual youngsters, taking into account the varying abilities, interests, and learning styles.

1. Bloom, Benjamin S. , Stability and Change in Human Characteristics, New York: Wiley, 1964, p. 218.
2. Goodlad, John I. and Robert H. Anderson, The Nongraded Elementary School, revised edition, New York: Harcourt, Brace and World, 1963, p. 185.
3. See Exhibit I, "Individual Differences," p. 17.

The basic thrust to provide for such a program has come from a program of individualized instruction using a team approach to teaching. Instruction, fundamentally, is a network of several interacting forces. These forces include the physical environment, the teaching resources, and the emotional and intellectual interactions between learner and teacher, between learner and other learners, and between learner and subject matter.

Individualized instruction is the means by which those forces that comprise the learning climate are organized to focus sharply on the learner and his needs. Broadly stated, individualized instruction seeks to accommodate each pupil in terms of his learning capacities, his interests and competencies, his problems and aspirations.⁴

The team approach to teaching which utilizes the talents of a group of teachers and students is based on the assumptions that a single teacher is less likely to be able to meet the myriad of pupil needs, and that students learn from giving and receiving help from each other.

The Program

To accommodate the concepts of individualized instruction through the team approach to teaching, the "3 on 2" Program was conceived. The 1968 State Legislature, in its Conference Report No. 3, encouraged the Department to implement this Program. Its report stated in part:

"The Committee commends attention to a new program which concentrates attention to the early years of schooling. The plan would put three teachers where two are now assigned, so that three co-equal workers are with two classrooms. Two grade levels must be involved with each team of three, such as K-1, or 2-3. The present program proposal is limited to grades kindergarten to three, and for lack of label is called a "K-3" program, or "3-on-2" program.

"If the arrangement of three teachers for two classes is afforded, the stage would be set for team-teaching in one dimension and ungraded activities on the other to meet individual experiences and for proving out such assumptions that children learn from each other and others older and younger, that only in the school setting are children unnaturally separated by age."

4. See Exhibit II, "Individualized Instruction," p. 24.

Thus, the 3 on 2 Program encompasses an organizational pattern for classes and personnel which facilitates an operational plan to individualize instruction through the team approach to teaching.

The Long-Range Plans

It is the Department's hope to complete non-grading, K-3, within a six-year period. In 1968-69, the 3 on 2 Program was initiated in 97 schools with a total of 217 teams of teachers (or 3 on 2 programs). In 1969-70, this number was increased by 100 teams of teachers and in 1970-71 by 150 teams of teachers. Precise and systematic planning is being made for expansion and/or modification based on experiences gained.

The 3 on 2 organizational concept is planned only for Grades K to 3. For Grades 4, 5, 6, other organizational concepts, such as the use of educational assistants, are being contemplated.

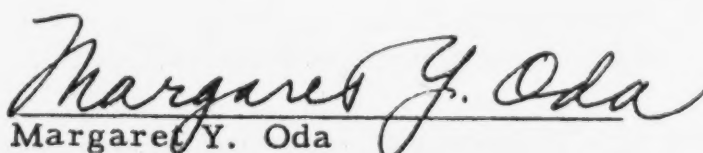

Margaret Y. Oda
Director, Elementary Education

TABLE OF CONTENTS

	<u>Page</u>
Acknowledgments	i
A Word to the Teachers	ii
Foreword	v
Introduction	x
Part I - Administrative Guidelines	1
Objectives.....	1
Evaluation	2
Administrative Guidelines.....	2
Part II - Implementation Guidelines and Suggestions	5
Program Goal	5
Statement of Purpose	5
Definitions	5
Curriculum	6
Strategies of Instruction	7
Facilities	9
Support Services	10
In-Service Education Workshops, Institutes and Other Such Activities	10
Evaluation of Student Progress	10
Reporting Student Progress	10
Promotion	11
Counseling and Guidance	11
Home-School Relations	13
Evaluation of the 3 on 2 Program	14
Exhibit I - Individual Differences	17
Exhibit II - Individualized Instruction	24
Exhibit III - The Concept of Continuous, Individual Pupil Progress.....	26
Exhibit IV - Guidance and Counseling.....	27

	<u>Page</u>
Table I - A Sample of a Daily Schedule	31
Table II - Sample Staff Utilization, and Sample on Teacher Deployment for Instruction and Other Activities	35
Table III - Suggested Groupings	36
Table IV - Illustrations of Activities that are Appropriate Either to Large Groups or to Small Groups by Subject Areas	38
Table V - Sample Arrangement of Classroom K-1	40
Bibliography	41

INTRODUCTION

In accepting the reality of individual differences, our schools are mandated to provide for the differing needs of the students.

The 1968 State Legislature, in its Conference Report No. 3, encouraged the Department to implement the 3 on 2 Program in Kindergarten through Grade 3 to effect learning conditions which will provide for:

1. Differentiated learning for students.
2. Improved counseling services for students and conferences with parents.
3. More effective staff utilization to enhance learning and achievement for all pupils.

The Program is based on the following assumptions:

- that a child's early learning years serve as the foundation for later learning.
- that children learn from each other; that young children can identify with older children; that learning is enhanced by children giving and receiving help from each other.
- that learning is enhanced when there is increased provision for secure adult-child relationships.
- that learning is enhanced by capitalizing on the competencies of a team of three teachers.
- that learning is continuous in a child's educational progress.
- that members of a faculty cannot function effectively in isolation.
- that schools can be flexible with respect to scheduling classes and grouping students.

The purpose of this Handbook is to assist school administrators and teachers in the implementation of the Program. The Handbook is divided into two parts:

Part I Administrative Guidelines

Part II Implementation Guidelines and Suggestions

Recommendations for improvement of this Handbook are welcome.

PART I
ADMINISTRATIVE GUIDELINES
FOR THE
3 ON 2 PROGRAM FOR GRADES K-3

This Program is designed to maximize student learning under certain prescribed general conditions, strategies, materials and other requirements to facilitate individualization of instruction through the team approach to teaching. It is a program of operation for teaching and learning situations aimed at the total growth of the student, including increased self-awareness, increased autonomy in learning, and improved interpersonal relationships. It is applicable to all subject matter, be it language arts, mathematics, social studies, science, art, music, health, or physical education. It is intended to carry out the goals of the Hawaii State educational program for Kindergarten through Grade 3.

The Program Objectives

The program objectives for the student are

- To acquire basic academic learnings.
- To develop autonomy in learning (self-direction).
- To develop a more realistic and positive self-concept.
- To establish satisfying interpersonal relationships.

These objectives for the students are sought by focusing on the following STIPULATIONS which will facilitate INDIVIDUALIZATION OF INSTRUCTION THROUGH THE TEAM APPROACH TO TEACHING:

1. VERTICAL ARTICULATION THROUGH UNGRADED ACTIVITIES: providing students with appropriate learning activities based on the diagnosis of the individual student's needs, interests and learning styles rather than teaching based on grade level designation or chronological age; providing improved services to the gifted and the slow achiever.
2. COUNSELING AND GUIDANCE: providing improved counseling and guidance services to students by teachers.
3. FLEXIBLE SCHEDULING: providing for appropriate scheduling based on student's needs.

Part I

4. VARIABLE GROUPS: providing for instructional grouping of students based on the nature of the learner, the nature of what needs to be learned, and the appropriateness of activities.
5. PHYSICAL FACILITIES: using facilities flexibly.
6. INSTRUCTIONAL MATERIALS: using a variety of multi-media approaches and instructional materials, including multi-texts.
7. TEAM APPROACH: utilizing the planning, teaching, and evaluation skills of the team of three co-equal teachers, and involving students to plan and help each other.
8. PARENT CONFERENCES: providing for periodic conferences with parents.
9. PREPARATION TIME AND DUTY-FREE LUNCH PERIOD: providing teachers with preparation time during the school day and a duty-free lunch period.

Evaluation of the 3 on 2 Program

The evaluation of the 3 on 2 Program shall be with respect to both the Program objectives for the students and the Program stipulations.

The Program evaluation shall consist of two approaches for gathering data to make judgments about the success of the Program:

Approach I: Interviews and questionnaires to assess attitudes.

Approach II: Tests, scales, and interviews to assess academic learnings; progress of the students in the 3 on 2 will be compared with those in the self-contained classroom.

The evaluation procedure is described in Part II, "Implementation Guidelines and Suggestions," page 14.

Administrative Guidelines

These administrative guidelines are based on broad legislative guidelines or the Department's specific views. They are intended as a means to insure the success of the Program. As these guidelines are used and experience gained in this Program, the field's evaluation will be of much value in improving these guidelines. However, as a total State effort, some broad constraints are necessary in order to have a basic uniformity of endeavors.

1. Determination of the Number of Classes and Schools

- a. The total number of 3 on 2 classes is limited by legislative funding.
- b. The State Office shall allocate the number of 3 on 2 positions to each district.
- c. The District Office shall designate the schools. The school principal and the teachers of each 3 on 2 team must be willing to participate.

2. Teacher Personnel

- a. As designated by the name of the Program, three professional, co-equal teachers shall be assigned to a combination of two vertical classes, either K-1, 1-2, or 2-3. Deviations from this formula shall require the District Superintendent's approval.

The three teachers shall share responsibilities in planning, instructing, and evaluating student progress. The third teacher is a full partner, not a relief teacher.

- b. Teachers in designated schools shall be assigned in the usual way (to "lines" to classrooms); then an additional teacher shall be assigned for the plan. It should be possible to assign all incumbent teachers to a team so that the team composition is a planned one. Single classrooms thus opened can be assigned to new hires (and incumbent lines assignments kept intact).
- c. Substitutes shall be hired after the third day. Hires for the first three days shall be negotiable between the principal and district superintendent.

3. Student Personnel

- a. The combinations of grades shall be on a vertical plane, either as K and 1, 1 and 2, or 2 and 3. Deviations from these stipulated combinations shall require the approval from the District Superintendent. Horizontal grouping, that is, combining 2 Kindergarten classes or 2 Grade 1 classes, is not permissible under the 3 on 2. There shall be random selection of students.
- b. The students shall be considered as one classroom group, and not divided equally among the three teachers to establish three self-contained classrooms of a lower teacher-pupil ratio.

Part I

4. Facilities

- a. Requests for renovations shall be made by the principal to the district superintendent.
- b. The large room concept is considered most feasible for this Program. In those situations where a stationary wall divides the two classrooms, the removal of the wall is recommended. However, a wall should not be a major deterrent to the program implementation. Teachers and students can be mobile.
- c. Carpeting is provided.
- d. Basic equipment shall be provided by State funds. Schools should attempt to use their own funds to provide additional equipment for individualization.

5. In-Service Workshops for Teachers

- a. An orientation workshop in August for teachers entering the program shall be conducted by each district.
- b. In-service workshops on individualization shall be conducted by each district. The Program Specialist in Early Childhood Education will coordinate workshop needs of the various districts.

PART II
IMPLEMENTATION GUIDELINES
AND SUGGESTIONS

Program Goal

The goal is to maximize student learning which will contribute to the intellectual, social, emotional and physical growth of students by providing for greater individualization of instruction through the team approach to teaching.

Statement of Purpose

The purpose of the 3 on 2 Program is to provide an organizational pattern which facilitates individualization of education. This pattern of organizing classes and personnel consists of (1) a vertical combination of grades and (2) a team approach to teaching. It is an attempt to eliminate both gradedness and the self-contained classroom from Grades K-3.

1.0 Definitions

a. 3 on 2 Program

The 3 on 2 Program is both an organizational and an operational plan. It is an organizational concept where a team of three co-equal teachers will teach a group the size of two classes which is a combination of grade levels such as K-1, 1-2, or 2-3. It is an operational plan where education is individualized and teaching is a team effort.

b. Vertical Organization

Vertical organization refers to a combination of two consecutive grades to form a unit, such as K-1, 1-2, or 2-3.

c. Team

A team is an instructional unit within a school. It is a combination of (1) a distinct student group, composed of two consecutive grade levels, K-1, 1-2, or 2-3, and (2) a three-member co-equal teacher group responsible for teaching the student group.

Part II

d. Team Approach to Teaching

The team approach to teaching refers to the team efforts of the three co-equal teachers and the students. It is not synonymous with what is commonly referred to as team teaching in which there is a hierarchy of teachers, and in which student leadership is not an integral part of the team's efforts.

e. Co-Equal Teachers

"Co-equal teachers" means the teachers are equal in professional standing. In terms of responsibility, it means equal responsibility for the success of the program and equal sharing of responsibilities.

f. Individualization of Education

Individualization of education means providing appropriate educational experiences for each student based on his learning capacities, his interests and competencies, his problems and aspirations, and his background of experiences. A particular activity may, therefore, be appropriate to 60 students, to 20, or to one student.

g. Grouping

Grouping refers to the size and composition of the student groups for instructional purposes. It is determined by the objectives to be achieved, taking into consideration the nature of the learners, what is to be learned and the nature of the activity. The learners' interests, achievement level and commonality of needs should be considered in determining the grouping. Also teacher staffing may vary according to the needs of a particular group. One group may require the guidance of two of the three teachers. Staffing variations will be dependent upon the diagnosed needs of the particular group.

1. 1 Curriculum

a. Content

The content areas as outlined in the Foundation Program shall be taught. These include language arts, mathematics, social studies, science, art, music, physical education, and health.

The new guides in Language Arts, Mathematics, and Social Studies spell out the concepts, content, and behavioral objectives that span several grade levels. These guides are to be used in determining lessons.

In determining content, teachers should:

- (1) Diagnose student needs and interests.
- (2) Determine concepts and skills to be learned.
- (3) State objectives in behavioral terms.
- (4) Select appropriate and meaningful activities that meet the varying needs of students.
- (5) Determine means of evaluation.

1.2 Strategies of Instruction

a. Individualization of Instruction

Diagnosis: There shall be careful diagnosis of each student's needs, interests, and learning styles. Teacher judgment shall be based on objective findings from:

- diagnostic instruments (commercially available and/or teacher made)
- cumulative student records
- conferences (involving parents, child, counsellor, caseworker, etc.)
- teacher observations

The diagnostic findings shall be documented as a record of the student's beginning or starting level. An efficient record keeping system for teachers' as well as students' purposes showing progress or achievement on each student should be developed.

Prescription: Based on these diagnostic findings, the teacher team shall clearly identify appropriate instructional objectives and shall prescribe appropriate learning activities from which, preferably, the students will have a choice of selection. Students' interests should be considered as one of the means to achieve the necessary learning.

Provision shall be made for developing skills which lead to autonomy in learning. Students shall be helped to learn to function independently in a problem-centered learning situation.

Instructional Materials: A variety of multi-media approaches and instructional materials, including multi-texts and self-instructional programs shall be used to meet the varying needs and interests of the students. There should be careful examination in selecting the media and/or the instructional materials in terms of effectiveness in achieving the desired objective. Another consideration is the teaching styles of teachers.

Grouping Students for Instruction: The size and composition of student groups for instructional purposes shall be determined by the nature of the learner, the nature of what needs to be learned, and the appropriateness of the instructional activities. There shall be

Part II

a variety of group sizes, ranging from total group to smaller groups to individual tutoring to independent study. The composition of the group shall change as students' needs and/or activities change. A systematic review and evaluation of students for regrouping should be on-going.

The teachers shall develop techniques for large and small group instruction, for organizing and supervising independent studies, and for utilizing teaching machines and other types of specialized equipment. A system or procedure for student selection of activities, and a built-in mechanism for limiting the number of students working in a particular center should be developed.

Students shall be provided opportunities to help other students and to be helped, taking advantage of the premise that students learn from each other. The helper as well as the one helped is assumed to gain from this interaction.

Suggestions on when and how to utilize the varied groupings are presented in Table III, page 36. An illustration of grouping by subject areas is given in Table IV, page 38.

It is recommended that individualization of instruction begin in only one content area at first, such as in mathematics or reading. As the team develops skills and facility in this approach to instruction, other content areas can be added.

Time Allocation: The time allocation shall be kept flexible in order to meet the varying needs of the students. The Foundation Program emphasizes the need to help students develop communication skills in the primary grades. A sample of a daily schedule is presented in Table I, page 31.

Evaluation of Instruction: The progress of each individual is evaluated by comparing his beginning performance with his current performance in relation to objectives established for the student.

Guidelines for evaluating effectiveness of instruction:

- Identify the individual's starting or beginning level in a given area or in terms of a specific behavior. (e.g. Pre-test)
- After instruction, determine his terminal level in that same given area or in terms of the same specific behavior. (e.g. Post-test)
- Compare the starting or beginning level with the terminal level. To what degree was the objective achieved?

b. The Team Approach to Teaching

Teachers: The major purpose of the team approach to teaching is to make available to the students the strengths of the three teachers. These three co-equal teachers shall share responsibilities for the total class. The responsibilities include teaching tasks such as planning, instructing, evaluating, and guiding, and non-teaching tasks such as keeping attendance reports, housekeeping, arranging for field trips, and maintaining liaison with the school administration. The co-equal team approach requires the teachers to identify the team's strengths and interests and the tasks that need to be done. On this basis, the teacher team members shall share leadership responsibilities. Further, after the assignment of a leadership responsibility for a single task or subject matter is made to a teacher, his two team teachers will assist to assure the successful completion of the task.

The inevitability of situational leadership must also be considered. Not all tasks can be planned for leadership in advance, and the team members need to be flexible in accepting the leadership which emerges in a variety of situations.

Careful planning is necessary for flexible deployment of the team members. Teacher deployment is expected to change to accommodate the changes of individual needs. Samples of teacher deployment for varied groups are shown on Table IIa and Table IIb, page 35.

Students: Students shall be given greater responsibility for learning and shall be considered as resource in assisting each other. They shall be actively involved in the entire instructional-learning procedure which would include identifying tasks or problems, establishing student goals, planning and organizing activities, exploring, inquiring, interacting, and evaluating.

1.3 Facilities

Physical Facilities: Accommodations shall include space for large and small group instruction and for independent studies. Creative and flexible use of space is encouraged to facilitate individualization of instruction.

A sample space utilization concept is shown in Table V, page 40.

Equipment: Schools are encouraged to purchase audio-visual equipment which would facilitate individualized instruction. Recommended are the listening posts, tape recorders and playbacks, projectors, filmstrip viewers, and record players. Also, schools may want to consider purchasing the Language Master, single-concept film loop projector, and the daylight projection screen.

Part II

1.4 Support Services

Careful planning should provide teachers with preparation time and duty-free lunch period without jeopardizing quality services to the students.

The activities other than instruction should include:

- Joint planning for instruction by all three teachers.
- Conference with parents.
- Periodic conferences with resource persons.
- Visitation to other teams.
- Individual teacher planning for instruction.
- Preparation of materials.

1.5 In-Service Education Workshops, Institutes and Other Such Activities

Teachers and administrators are encouraged to attend in-service education workshops on the 3 on 2 Program. They are urged to participate in other in-service activities which involve individualization of instruction and teaching strategies in subject matter content.

It is recommended that whenever possible the total team of teachers and the administrator attend 3 on 2 Program workshops.

1.6 Evaluation of Student Progress

Evaluation of student progress shall be systematically and continuously conducted. It shall be based on the following:

- Identification of behavioral objectives.
- Identification of students' beginning or starting level.
- Identification of students' progress.

Diagnostic tests, teachers' observations of student behavior, cumulative student records, and conferences shall be the sources for objective findings on which teacher judgment shall be based.

Exhibit III, "The Concept of Continuous, Individual Pupil Progress," (page 26), will be helpful to the teachers in conducting an evaluation of instruction.

1.7 Reporting Student Progress

The present policy on Reporting Pupil Progress in Elementary Schools is applicable to the 3 on 2 Program.

The following concepts listed in our policy are particularly emphasized:

- a. Information regarding the child's interest, experiences, and attitudes should be obtained from the parents early in the year and during the year.
- b. Planned parent-teacher conferences should be one of the means of reporting to parents.
- c. Indication of the child's personal and social development should be made.
- d. A pupil's academic progress and other aspects of his growth and development should be assessed in relation to his ability and growth patterns respectively.
- e. The progress report should be diagnostic and constructive indicating what might be done to help the child make better progress.

Refer to the Packet on Reporting Pupil Progress for the 3 on 2 Program.

1.8 Promotion

Refer to the regulations on Promotion in the School Code.

1.9 Counseling and Guidance

a. Group Guidance in the Classroom

Understanding group and individual needs is a necessary function of the team, based on the following assumptions:

- (1) Group Influence on Learning: Children learn from each other. Through the interaction that comes with planning and working together, children learn to share with other individuals.
- (2) Group Guidance of the Individual: The group can be used to help the individual child who needs extra assistance. Activities may be encouraged between two students, one supporting the other.

b. Counseling of Individual Pupils

All children need understanding and individual assistance. In order to provide the needed help, the teachers shall provide time

Part II

for individual conferences. This practice does not preclude referring special cases to the school counselor or for other special services.

c. . The Individual Conference

(1) Uses

- To understand student better.
- To help redirect effort in lessons.
- To motivate.
- To discuss progress.
- To plan for objectives and activities.
- To help the learner to become more independent in each area of learning -- social, emotional, intellectual.

(2) Planning

- Review all available records and information on the child, such as cumulative and health records, group and individual test results.
- Select a quiet environment and make the physical setting comfortable.
- Whenever possible, tell the student of the time and place of the conference beforehand.
- Arrangements should be made to avoid interruptions during the conference.

(3) Process

- Encourage friendly feelings. Tone of voice, facial expression, and general manner should indicate friendliness.
- Do not be judgmental or moralize about behavior or attitudes. Help the student to find what caused the difficulty.
- Try to end the conference on a positive note, possibly noting some action to be taken by the student, and leave the way open for further conference if they seem indicated.
- Bring the conference to an end before either the teacher or the student is tired.

(4) Consideration for Effective Communications

- Be a good listener. The more the teacher listens to the child, the more apt he is to understand the child's needs and feelings. Also, listen to what the child is trying to tell you more than to the words he is using.

- Keep relationship open and honest.
- Healthy rapport and empathy should prevail at all times.

1.10 Home-School Relations

a. Purpose

- (1) To learn about the child's previous development and the meaningful persons and events in his life.
- (2) To inform parents about the school program, its facilities, special events, personnel, philosophy, and major objectives.
- (3) To report and evaluate the child's progress and reaction to school experiences.

b. Techniques for Home-School Relationship

There are numerous ways in which the child's parents and teachers work together:

(1) Individual Conferences

(a) Purpose

- To share observations, information of child for proper guidance.
- To plan cooperatively for student's progress.

(b) Considerations

- Conduct the conference at a suitable time and place.
- Pre-arrange conference.
- Take the leadership in conducting conference.
- Remain objective. Enlist parent's assistance in working out solutions.

(2) Other Reports

(a) Types

- Telephone calls
- Written reports and notes
- Casual and informal meetings

Part II

(b) Purpose

- To send notices
- To seek brief information
- To request for appointment

(3) Home Visits

At times, home visitations are necessary

(a) Purpose

- To promote shared planning
- To encourage friendly relationships

(4) Parent Observation and Discussion

(a) Purpose

- Observation of child (room) for specific purposes.
- Discussion to clarify and promote better understanding.

(5) Parent Orientation

(a) Purpose

- To inform parents about the 3 on 2 Program.

1. 11 Evaluation of the 3 on 2 Program

Evaluation of the Program shall be conducted by the State, and it shall be twofold. First, the achievement of the Program objectives for students' specific learning outcomes must be determined. Second, the achievement of the Program stipulations must be determined.

a. Evaluation of Program Objectives for Students' Specific Learning Outcomes:

- To what degree did the students acquire basic academic learnings? What was the progress made by the students?
- To what degree did the students develop autonomy in learning (self-direction)?
- What evidence is there about the students developing a more realistic and positive self-image?
- What evidence is there about the students establishing satisfying interpersonal relationships?

b. Evaluation of Program Stipulations:

- To what degree was there movement toward greater individualization of instruction?
- What evidence is there about services to the gifted and the slow achiever?
- What evidence is there about vertical articulation of learning activities?
- What evidence is there about children relating across grades and assisting each other to learn?
- What evidence is there about counseling and guidance services to students by the teachers?
- What evidence is there about periodic conferences with parents? Were there increased and improved communications with parents?
- What evidence is there about flexible scheduling, variable instructional materials used?
- What evidence is there that the team approach to teaching was effected?
- Was it possible to provide teachers with preparation time? With duty-free lunch period?

c. Evaluation Approach:

Two approaches shall be used to gather data to make judgments about the success of the Program:

Approach I: Interviews and questionnaires to assess attitudes; data will be collected from teachers, administrators, parents and students.

Approach II: Tests, scales, and interviews to assess academic learnings; progress of students in the 3 on 2 will be compared with those in the self-contained classroom.

It is urged that administrators and teachers carefully review the State's plan for evaluation so that information can be readily available.

EXHIBIT I

INDIVIDUAL DIFFERENCES

Educators have long recognized the wide range in ability and achievement found in any group of individuals tested. Some of these differences are:

1. Differences in abilities and achievement of individuals

Goodlad notes that children entering the first grade differ in mental age by approximately four years (3:185) and that achievement range begins to approximate the intellectual readiness to learn soon after the first grade when children are exposed to school. As they progress through the grades, the range widens.

Learned and Woods' study show that variation of achievement at every level is subject to regular patterns: If 2% of each of the upper and lower end of the ranges are eliminated, the range of abilities will equal two thirds the chronological age of the usual student at the grade level under consideration.

A good instructional program will increase rather than decrease this range of individual differences, while an instructional program limited to memory reciting, listening, describing will reduce the range.

2. Variation in ability and achievement in ability grouping

Although children are grouped in many schools to be similar in general ability, they still exhibit a wide range of individual differences. This has been shown by David Russell in his study of "Interclass Group for Reading Instruction in Intermediate Grades" (21). Administrative procedures for ability grouping at the same grade level have not solved the teacher's problem of adapting instruction to children who differ markedly and in many ways.

3. Ranges in abilities and achievement within a child

Study of individual youngsters shows differentiation of abilities and achievement in various content areas. A youngster may show high achievement in reading and low achievement in arithmetic; another may show high achievement in arithmetic but low in reading and writing. Still another may show high abilities in nonverbal areas but low achievement in arithmetic.

Exhibit I

4. Overlap of ability of students at various grade levels

Coon and Clymer made a study of students in grades 2 to 6 in their reading achievement: (8:188) It showed that:

- a. Three of the third graders ranked above the median of sixth grade class on the basis of performance in reading
- b. There is a wide spread of ability in reading in each grade.
- c. Students who were high or low in reading for one grade tended to be high or low readers of the adjacent class. For example, the low achieving fifth graders tended to be like the low achievers in the 6th grade and the high achiever in the fourth grade tended to be like the high achieving third.

If a low achiever, then, is retained, he will not be in the middle of his new class, but rather, will tend to be in the lowest group of that class, while a high ability student in the third grade will tend to be of high ability even if placed in the fifth grade.

The wide range in abilities and attainment among children in a given grade, within each given child, and the overlapping of abilities and achievement among students of different grades constitute the pupil realities in terms of individual differences. This is the reality that the teacher must work with. Furthermore, the ranges in abilities and achievement increase as the students advance through the grades.

From the standpoint of individual differences, grade levels do not signify definite standards of achievement if the instructional program is sound. We must reject the idea that grade levels should signify rather definite standards of academic achievements.

Review of Related Literature

Research studies of children six to nine years old have brought to light many significant facts relating to development and learning. These facts furnish a valid basis for re-evaluation of education principles and practices in these early years.

LeBaron (20:81-89) points out three theories of student organization in various stages of acceptance:

1. Theory of grade standards, where progress is made by grade hurdles. Either work is completed at the end of the grade or the grade is repeated.
2. Theory of continuous promotion, where children progress by chronological age and they spend the same length of time in the elementary school.
3. Theory of continuous progress, where children progress at their own rate of development and, if necessary, spend more than the average length of time in the elementary school.

There is growing concern in the 1960's for (1) meeting the individual needs, (2) continuous pupil progress, and (3) new subject matter sequences.

In a search for trends in elementary school organization that best meets instruction for individual differences, a survey was made by Anderson and Goodlad. In 1960, there were approximately 550 schools across the nation that were ungraded. (8:229) Some of the outcomes of ungrading reported are:

- a. The flexible organization of the school enables it to foster individual needs of the child.
- b. Effective grouping of the children and a differentiated curriculum provide for a more effective teaching of the bright, the normal, and the slow learner.
- c. There is more flexibility in working with the gifted and the slow learner.

Research on the effect of nongrading is limited. Most of the evaluations are subjective (8:134-35): children are happier, discipline problems decrease, better achievement results.

Exhibit I

Studies on pupil achievements are limited to aspects of cognition. The Van Dyke School System of Michigan carried on an action research on the hypothesis that a period of reading readiness necessary between kindergarten and formal reading for those who need extra re-enforcement as shown by tests will all but eradicate failure in reading in the elementary school (20). 103 children in the experimental group were placed in a nongraded primary and 83 children in the graded school were used as the control group.

Interpolation of the final results revealed that children of the experimental group showed superior achievement. By the end of the second year, 52.8% of the experimental group scored at or above the average level, while 34.3% of the control group scored above the level.

One of the greatest benefits of this experiment is that teachers in the control groups became enthusiastic in the new philosophy and new skills and techniques used by the experimental teachers, and they subconsciously resorted to the use of similar teaching techniques.

Another experiment of similar nature was carried on by Carbone in Chicago. He compared the 4th, 5th, and 6th graders who attended nongraded primary units with pupils of the same grades who attended graded primary. He tested the youngsters on the six basic achievement on the Iowa Test of Basic Skills. His findings favored pupils in the graded schools.

Goodlad claims that Carbone failed to line up teachers on the nongraded as being significantly different from teachers in the graded in respect to intra-class grouping procedures and instructional materials.

These two experiments point out a very important implication: Organization must be worked out along with curriculum and instructional improvement. Preoccupation with organizational form as an end in itself is attention misplaced.

Actually, in our public schools, the average child is fairly well provided for under both systems as the graded school is organized according to the needs of the average child in each grade. It is because of this, however, that the graded school has its limitations for the slow and fast learners. And it is especially for these learners that the nongraded school is beneficial. Such problems as tensions, frustrations, embarrassment, and boredom common to these children can be reduced sizeably. The nongraded system encourages the slow child to work to the best of his ability and provides for the bright child to go beyond the usual grade standard without removing him too far from his social group.

Exhibit I

Pupils in the nongraded primary are moved from one level to the next as the teacher and principal find necessity in the best interest of the child. In allowing children to move from one class to another the system provides for the application of present-day educational philosophy. It tends to bring the total program into a more harmonious relationship between the character of pupil growth and curriculum development. It also frees the good teachers from frustrating restrictions.

Nongradedness refers to, then, at least two dimensions of the school and its atmosphere: (1) the philosophy that guides the behavior of the school staff toward the pupils, and (2) the administrative-organizational procedures that guide the student and teachers. It is, therefore, both a theoretical proposition and an operational mechanism. It is not a new staffing pattern as is team teaching. The emphasis is upon individualization of instruction and upon developing each individual up to his full potential for physical, social, and intellectual accomplishments.

Exhibit I

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EXHIBIT II

INDIVIDUALIZED INSTRUCTION

Instruction, fundamentally, is a network of several interacting forces. These forces include the physical environment, the teaching resources, and the emotional and intellectual interactions between learner and teacher, between learner and other learners, and between learner and subject matter.

Individualized instruction is the means by which those forces that comprise the learning climate are organized to focus sharply on the learner and his needs. Broadly stated, individualized instruction seeks to accommodate each pupil in terms of his learning capacities, his interests and competencies, his problems and aspirations. From the point of view of the pupil, it may be characterized this way:

- He has teachers and other staff members who are sensitive to his interests, abilities, aspirations and problem areas.
- He is part of a classroom unit within which he can interact with other students and adults.
- He functions in a setting that is healthful, attractive, suitably equipped, and appropriate to individual and group activities.
- He has opportunities for supervised self-study.
- He has on hand, or within easy reach, a wealth of materials which lend themselves to a variety of approaches to learning.
- He receives guidance which gives him a sense of direction, yet allows him flexibility and freedom to inquire, question and consider various alternatives.
- He functions in a setting which arouses enthusiasm for learning.

Also, from the point of view of the teacher, individualized instruction provides for:

- Diagnosis of the learning styles, strengths, and weaknesses of pupils.
- Use of specialized personal and professional strengths of several teachers in a number of subject areas.

Exhibit II

- Interchange of teachers to disseminate teaching approaches that are proven successful.
- In-service growth through the give and take among teachers as they think, plan, and make decisions together.
- Flexibility in grouping pupils, allowing them to progress at their own rates of learning.
- Use of up-to-date equipment, supplies and technology to optimize teacher interaction with students.
- Use of students to provide teaching-learning situations among students.
- Use of small seminar and tutorial instructions as well as large group lectures.

The intent of individualized instruction is to better equip the pupil with academic and attitudinal learnings.

EXHIBIT III

THE CONCEPT OF CONTINUOUS, INDIVIDUAL PUPIL PROGRESS

Mitsuko Toyama and Rae Watanabe

The theory of continuous progress suggests that the curriculum should be adjusted to the unique learning pattern of each pupil, thus making possible the continuous and independent progress of every youngster in the school program. In effect, this theory rejects the contention that there is any necessary relationship between amount of learning and the time it takes any single student to learn any given fact, concept or skill.

This concept of continuous and individual pupil progress provides the theoretical basis for individualization of instruction. The following points should be considered as criteria for evaluation:

1. Instructional Objectives: Do we have clear statements of instructional objectives organized in a realistic sequence and covering the entire span of our program?
2. Instructional Materials: Do we have a sufficient variety of instructional materials on different levels of sophistication so that each teacher can adjust instruction to the range of abilities and learning styles found in each classroom?
3. Individualized Instruction: Are we moving toward greater individualization of instruction so that pupils can actually progress at individual rates?
4. Grouping Practices: Are we using grouping practices which are sufficiently flexible to allow easy movement from group to group within the class?
5. Evaluation Devices: Do we have evaluative devices, based on our instructional objectives, which will provide clear evidence of pupil achievements?

EXHIBIT IV

GUIDANCE AND COUNSELING

CHARACTERISTICS OF CHILDREN

Every teacher desires to help each child develop to his full potential. Teachers continually try to know better the children they teach; with such knowledge they are more able to maximize each child's learning, self-understanding, and social adjustment.

Some Essentials in Understanding Children

The child's personality is not fixed at birth by inherited factors, although these may influence his growth potential. However, within the limits of his abilities the individual usually is capable of changing, adjusting, and developing within himself and of creating rich and varied interaction with his environment.

There are some basic considerations for understanding and helping all children:

1. Behavior is caused by multiple, interrelated, underlying influences which need to be understood. As the teacher learns why the child acts as he does, remedial measures can be applied in a more meaningful way. The child may need to be taught that certain behavior is not acceptable, but such teaching is done without making him feel he is intrinsically bad or unworthy.
2. Each child is an individual unlike any other person. He needs to be understood in terms of his personal uniqueness, his individual rate of growth, his particular background of experience and his reaction to it.
3. Children are more alike than they are unlike, for their human needs are the same. There are physical needs of the human organism, such as food, rest and activity. There are emotional needs which are met through interaction with others, as the needs for self-worth, security, and recognition.
4. Children learn about themselves as they relate to individuals around them. The teacher is a significant individual in the social environment of children.

Exhibit IV

Growth and Development

There are four important areas of child growth and development to consider in attempting to study a child: the physical, the intellectual, the emotional, and the social. None of these facets of an individual's personality functions independently; each is somewhat dependent on and is influenced by the others, while the configuration for a particular individual is uniquely his own. (4,5)

1. Physical Growth

A child's physique and rate of growth are individual matters which may be the product of a number of influences, such as hereditary factors, nutrition, endocrine balance, and disease immunity. The basic structure and processes of the physical organism are the same for all children and create the same needs for food, activity, and rest. The physical organism responds in its own way to its environment and is influenced by such factors as health habits, accidents, and the nature of the surroundings. Some important questions to ask about each child are:

- a. From your observation and knowledge of the child, does he appear adequately nourished?
- b. Is the child as alert and active as the average child his age?
- c. Has the child had the required physical examination and immunizations?
- d. Is there evidence that the child is increasing in height and weight?
- e. What is the state of the child's fine and gross muscular coordination, and how is his behavior related to his coordination?
- f. How is the child's learning affected by his present or past health status?

2. Intellectual Growth

Teachers recognize the wide difference in intellectual ability of children of the same age and know that these differences become more pronounced as the children proceed from the lower to the upper elementary grades. Although individual intellectual potential is assumed to be primarily determined by hereditary and parental

influences, paucity of environmental stimulation in relation to interaction with other people, things, and events is among the significant contributions to a child's inability to reach his maximum development.

The following questions give the teacher a quick review of the child's intellectual functioning:

- a. What is the child's intellectual potential as ascertained through observation, group and individual psychological tests, academic reports, etc. ?
- b. Does the child's classroom performance approximate his individual expectancies?
- c. Does the child respond to the teacher's interest in his progress and to instructional assistance given at a level where he can achieve?
- d. How does the child react to his failures or his successes?
- e. Does the child take advantage of opportunities to express his ideas and organize his work in his own way?

3. Emotional Growth

By the time the child is about six years of age, his personality structure is fairly well set and proceeds to develop for the next five or six years in a relatively calm manner without the violent upheavals that are characteristic of the earlier growth periods and of adolescence.

The following questions may help the teacher to perceive how the child is progressing:

- a. Does the child's behavior reveal an awareness of and an interaction with his surroundings that is in keeping with that of classmates of the same chronological age level? For example, is he overdependent or extremely aggressive?
- b. Who are the important people in the child's life, and how does he feel about them?
- c. How does the child respond to punishment or censure from other pupils, teacher, principal, or parent?

Exhibit IV

- d. How does the child act toward other children in the classroom and on the playground?
- e. What is the reaction of the parent(s) to the child and to his school experiences?
- f. How does the child seem to feel about himself and about others' views of him?

4. Social Growth

Although all children progress through the same patterns of growth and have basic personality needs, life experiences have brought satisfaction to some and have left others unsatisfied. These differences in satisfactory experiences may result in some children's being friendly and cooperative, while others are hostile or timid. Differences in life situations, such as being neglected or over-indulged by parents or belonging to a minority group, are among the innumerable influences that also play a part in personality development.

In the school setting, too, the individual child is brought into contact with many other individuals and groups in the classroom, on the playground, and in the lunchroom. Each child responds to such experiences in his own way; in turn, he is affected by these social relationships. The teacher who recognizes the significance of a child's experiences in his social milieu may wish to know:

- a. Who are the child's school friends, and how do they react to him?
- b. What are the child's out-of-school interests and hobbies?
- c. Is the child's behavior in the classroom and his relationship with classmates generally acceptable?
- d. What customs, religious beliefs, and occupational values appear to influence the child and his family?
- e. Is the child able to make choices easily?
- f. Does the child seem to experience a sense of worth and accomplishment through the things he does?

TABLE I

A SAMPLE OF A DAILY SCHEDULE

Purpose of this sample is to give ideas which can be adapted to a particular group's needs. It is not to be taken as a model to be copied as is.

Schedule	Activity	Duties
OPENING ACTIVITIES (Rotate responsibilities weekly or monthly.)	<u>Teacher A:</u> In charge of overall plans.	Announcements, flag pledge, assign helpers (monitors), calendar, planning with children for the day's activities.
	<u>Teacher B:</u> In charge of those children who are unable to function in total group situation.	Supervise these children in above activities, except for planning for day's activities, which are done in this small group. Teacher should expect this group to take longer to plan.
	<u>Teacher C:</u> Assist Teacher A or B.	Attendance, register, lunch count. Small group counseling or individual counseling.

Table I

Table I

Schedule	Activity
BLOCK I Language Arts (Use of appropriate materials for maximum learning)	Organization of instructional groups: size and composition of groups to be determined by diagnosed student needs. Some possibilities: • 3 diagnostic groups, according to a specific reading ability such as word analysis; size of groups may vary. • 3 "equal" heterogeneous groups. • 2 small instructional clusters for 2 teachers while third teacher supervises independent workers and may do diagnostic or instructional work with individual students. Clusters will change with needs. • 3 uneven groups, size based on dependence upon teacher help in written work, or reading skills, etc. Instruction - work period Multi-activities: • manipulative activities and materials. • reading - basal, supplements, library books (trade books), filmstrips, periodicals. • writing - handwriting, composition. • speaking • listening Individual pupil-teacher conferences.
RECESS	

Table I

Schedule	Activity
BLOCK II	Organization of instructional groups: Same as in Language Arts in Block I.
Mathematics	Instruction - work period Individualized: multi-media (multi-level texts, concrete materials, skill work sheets, application of concepts, e.g. linear measurement - construct a table). Individual conferences
Literature, other Language Arts activities	
LUNCH	
AFTER-LUNCH ACTIVITIES	Science (Process Approach) or Social Studies • One teacher initiates unit. • Class divides into 3 heterogeneous groups or more than 3 interest groups for activities and projects. All three teachers assist. • Class presentation of projects at the end of the unit or presentation by any interest group when ready. • A group which has finished its project would pursue other activities.
(Much flexibility is possible in science and social studies. This is only one example and not to be followed with each unit.)	
RECESS	

Table I

Schedule	Activity
BLOCK III	Teacher A: P.E. and Health Teacher B: Music Teacher C: Art Monday, Friday: P.E. and Music (alternate groups half of period). Teacher C: Preparation time on one day.* Wednesday, Thursday: Art and Project Period (Science, Language Arts) (Half of group each day.) Teacher B: Preparation time on one day.* Tuesday: Total group activities: film viewing, resource people. Teacher A: Preparation period.
Possibilities: Rotation weekly or monthly.	It is urged that arrangements be made so that all 3 teachers have a preparation period at the same time once a week to do joint curriculum planning. This might be even more effective in upgrading curriculum and instruction than to provide for individual teacher preparation time during the school day. *On other days, teachers do small group or individual instruction or counseling; notes to parents which must be given to child before dismissal.
CLOSING ACTIVITIES	Teacher A: Evaluation of day; plans for next day. Teacher of the day dismisses children. Teacher B & C: Small group or individual counseling regarding plans for next day and other pertinent matters. After children have left: Joint evaluation, planning and preparation for next day and/or long-range plans.

Table II

TABLE II

Sample Staff Utilization

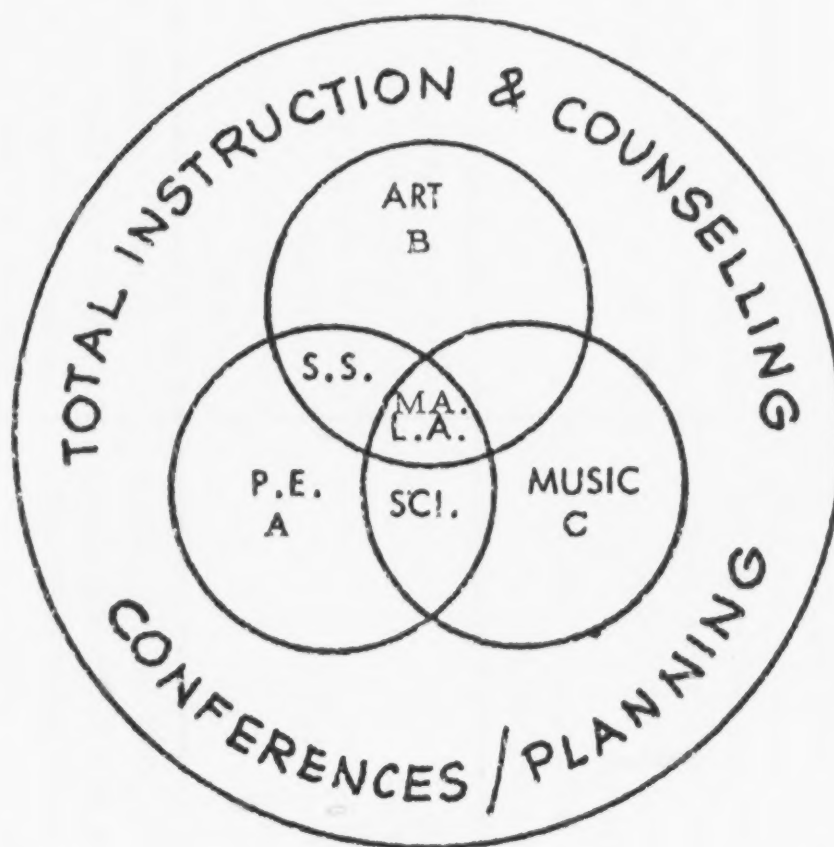


TABLE II

Sample on Teacher Deployment for
Instruction and Other Activities Teachers A, B, C

	<u>Instruction</u>	<u>Other Activities</u>
7:45- 8:30 (Monday)		Preparation for day or Planning, A, B, C
8:30-10:30	A, B, C (Reading)	
10:30-11:30	A, B, C (Math)	
Noon recess	A	B, C
12:30- 2:30	B, C (P. E.)	A
	A, C (Music)	B
	B, C (Soc. St., Art)	A
	A, B (Science)	C

This sample schedule is flexible enough so that when smaller groupings are needed for social studies or for music, for example, all 3 teachers will participate.

TABLE III
SUGGESTED GROUPINGS

Group	Description	Use	Role of Teacher
Total Group	. All students on team	. Announcement, morning business (attendance, etc.), field trips, films, assembly	. Team effort
Large Group	. Students view/listen to common presentation	. Introduction of unit . Demonstration by teacher . Audience presentation by students, resource people . Televised instruction . Film viewing . Use of community consultant, subject specialist	. Team effort . Utilize competencies by re-deployment . Observation of methods, ideas by other teachers
Small Group	. Student participation . Peer motivation . Effective human relationships . Competence in communication	. Planning . Discussion . Reporting . Problem-solving . Exploring	. Stimulate group interaction . Stimulate student inquiry . Observe, guide, clarify concepts . Scheduling, directing different groups
Pupil Team	. Mutual aid in learning -reinforce -enrich -practice skill . Competent student teaching	. Intensive practice in skills . Reading and listening roles . Recall and comprehension activities . Discussion following large group presentation . Team research . Keeping record of progress	. Diagnose learning needs; provide appropriate content, differentiated methods of study. . Supervise learning of several groups. . Guide, check progress of each team. . Prepare series of lessons suitable to needs, using workbooks, worksheets, manuals, teacher-made materials commercially prepared lessons.

Table III

Table III

Group	Description	Use	Role of Teacher
Independent Study	. Personal involvement in learning by students with instructional media . Exploratory, inquiry research activity . Material self-instructional, self-pacing, self-correcting	. Independent pursuit of pupil specialties and interest . Follow-up practice, extension . Remedial activities . Enrichment activities . Use: - tapes - filmstrips, slide, single concept film - typewriter - programmed material - language master - library reference	. Identify need and determine activity . Guide student in dealing with learning tasks . Guide student to select from variety of materials, equipment . Provide atmosphere for creative thinking . Observe student . Conduct individual conferences, involve student in planning own goals
Flexible Scheduling	. Flexibility in time allotment, time of instruction, frequency . Flexibility in conducting parent conferences . Flexibility in time allotment for planning	. Deployment of students and teachers . Change of schedule as need dictates	. Capitalize on teacher and student talents . Cooperative planning . Varying length of time group meets according to need

Table IV

TABLE IV

Illustrations of Activities that are Appropriate
Either to Large Groups or to Small Groups
By Subject Areas

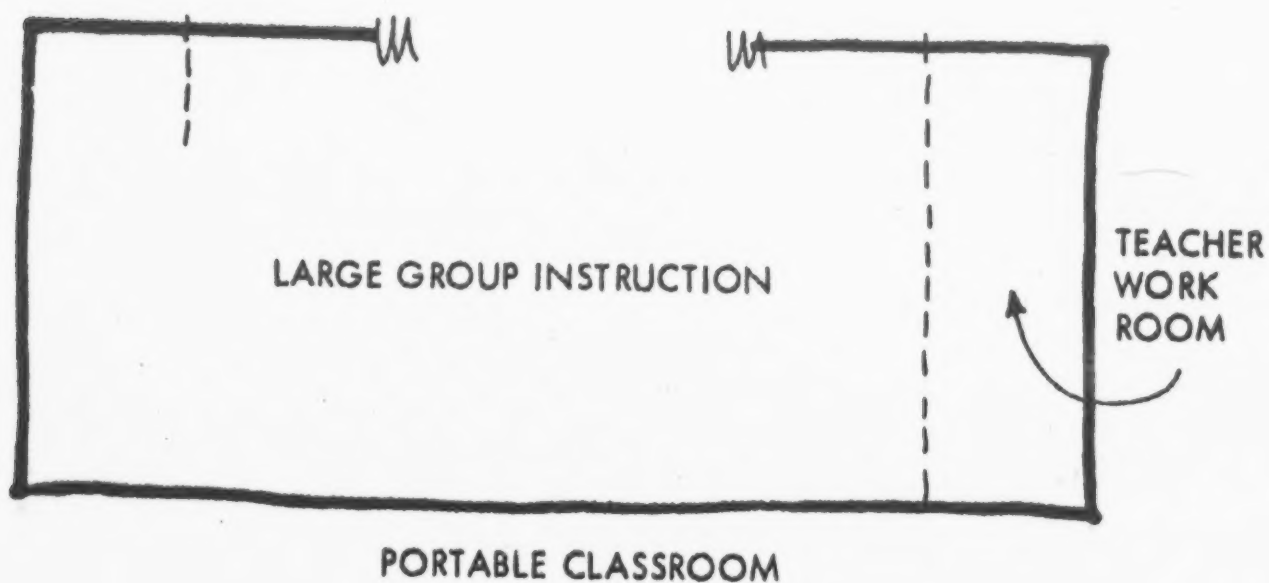
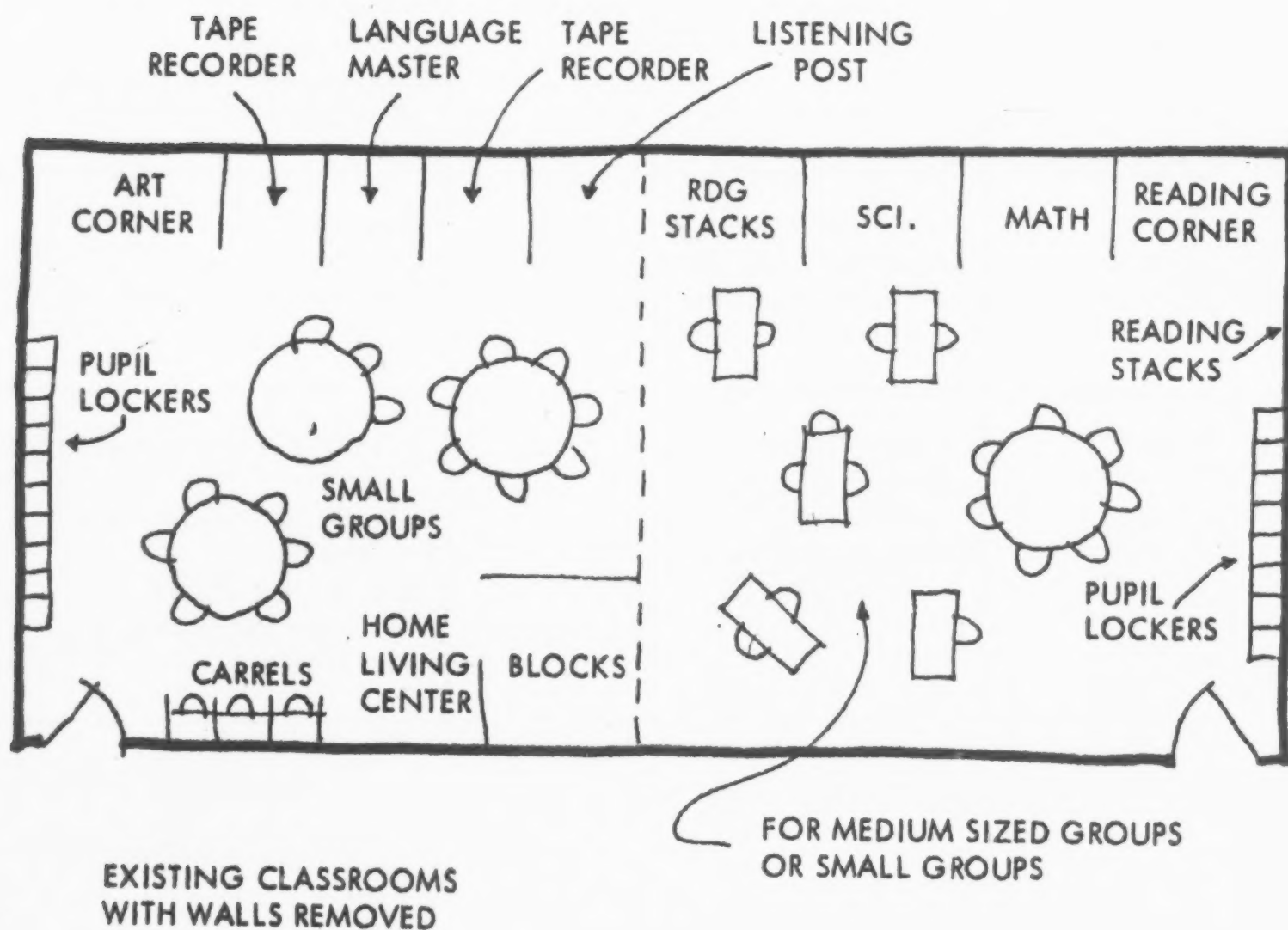
Subject	Size: Large	Size: Small
Language Arts	Audience presentation, e. g. Dramatization Choral speaking Extension of vocabulary Presentation of oral reports Background information Reinforcement of skills Introduction of literature, new words, letter form	Motivation for reading Skills program Vocabulary development Testing Oral language program Motivation for creative writing Remedial instruction Idea exchange Proof reading Improvement of common errors Practice
Social Studies	Introduction to units Film, TV, projectual presentations Clarification of concepts Concluding activities	Study skills Preparation of project Research Students seeking infor- mation on reading, listening, organizing
Science	Introduction to units Demonstration of experiment Concluding activity	Experimentation, problem-solving Recording of experiment Research for reports Reinforcement of skills
Mathematics	Introduction of new skills Clarification of concepts	Extension of skills Remedial instruction

Table IV

Subject	Size: Large	Size: Small
Physical Education	Introduction of new skills Field sports and games	Individual skills program Group games Organizing own activity Practice
Art	Demonstrations Activities for appreciation of various media AV presentations	Murals Group projects Individual pursuits
Music	Appreciation programs Choral singing Group activities Demonstrations: vocal, instrumental	Taping group or individual work Listening to tapes and records Special activities Creative movements Practice

TABLE V

Sample Arrangement of Classroom K-1



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